



Chappel C of E Primary School

# BEHAVIOUR POLICY

<b>Policy</b>	Behaviour
<b>Staff Consulted</b>	24 <sup>th</sup> September 2025
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## **Chappel C of E Primary School Behaviour Policy**

### **Rationale**

At Chappel Primary School we believe that everybody has the right to feel safe, to be happy and to learn. We have compassion and kindness, hope and connection and belonging at the heart of our behaviour policy, this is based on the theories of Trauma Perceptive Practice. This document outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at our school. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and members of the wider community.

This policy is the result of consultation with pupils, staff discussion, auditing of behaviour, professional experience, training and government legislation and guidance for best practice.

It reflects current practice within the school and its fair and consistent implementation is the responsibility of all staff.

### **Aims**

- To create an environment that encourages and reinforces good behaviours
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

## **Actions**

***To create an environment that encourages and reinforces good behaviour.***

***To promote self-esteem, self-discipline/regulation and positive relationships.***

- We model positive behaviour with children, colleagues, parents and the wider community
- We encourage positive relationships based on trust, respect, kindness and understanding with all stakeholders
- We value all children's efforts and contributions
- We develop children's self esteem
- We foster trust
- We reward positive behaviour in accordance with this policy
- We develop team work and promote team building
- We believe every child is on their own learning journey and celebrate their progress on this journey
- We have a growth mind-set
- We understand that all behaviour is communication

In the classroom;

- We plan for the learning needs of individual children and provide an approach that scaffolds learning
- We actively involve pupils in their learning and provide structured feedback
- We provide clear learning objectives
- We organise the classroom in a way that encourages good behaviour
- We provide an environment which encourages independent learning

***To define acceptable standards of behaviour.***

At Chappel Primary School, we recognise that children bring to school a variety of behaviours based on different experiences, values, attitudes and parenting skills. We understand that staff have a central role to play in the children's social and moral development as well as their academic development.

We actively teach positive behaviour through the Personal, Social and Health Education (PSHE) learning, the National Curriculum, Assemblies, focus days and weeks. We take every opportunity to promote and model positive behaviour.

At school we must work towards standards of behaviour that allow every child to be and feel safe, to be happy and to learn. The Code of Conduct (see Appendix A) is based on the principles of kindness, respect, honesty, consideration and responsibility. We define acceptable behaviour as that which reflects these principles.

***To encourage consistency of response to both positive and negative behaviour.***

The fair and consistent implementation of this policy is the responsibility of all staff. All staff are aware of the policy and model the desired behaviours. We believe in the use of positive language and look at the behaviour rather than the child.

***To ensure that the school's expectations and strategies are widely known and understood.***

***To encourage the involvement of both home and school in the implementation of this policy.***

This policy outlines our approach to promoting positive behaviour and sanctioning unacceptable behaviour. Its purpose is to inform all stakeholders and acts as a reference point when making decisions concerning behaviour.

The Code of Conduct has been written and agreed by the whole community of Chappel Primary School and is displayed throughout the school.

It is the responsibility of all staff to make themselves aware of the details of this policy and for the Leadership Team to ensure that it is accessible to all staff at all times, including staff new to the school as a part of their induction.

This policy will be shared and publicly available on the school's website.

### **Positive behaviour**

Our emphasis is to reinforce and model good behaviour.

Strategies include:

- Recognising and praising good behaviour as it occurs
- A smile or thumbs up sign
- Class and individual House Points
- Thanking individuals or groups of children who have worked together well and explaining to others how they have achieved this
- Positive verbal feedback
- Sharing work with the class or wider audience, for example, work to 'praise and share' in Gold Book assemblies and sending messages on Class dojo to parents
- Displaying children's work
- Sharing work with another member of staff and the Headteacher
- Gold Book assemblies
- Whole school assemblies to promote and celebrate positive behaviour.

### **Inappropriate Behaviour**

**Inappropriate behaviour** is defined as:

- Disruption in lessons, assemblies, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school Code of Conduct
- Any form of bullying
- Sexual violence, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content – please see our separate Child on Child Abuse and Harmful Sexual behaviour Policy for further information
- Vandalism - Willful destruction or damage to school or personal property
- Theft
- Fighting
- Causing deliberate physical harm
- Racist, sexist, homophobic, prejudiced or discriminatory behavior
- Use of abusive or threatening language to another adult or child
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Illegal drugs

- Stolen items
- Cigarettes
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

**Bullying** – we have a separate Anti-Bullying Policy

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

### **Individual Reward**

At Chappel Primary School, our pupils are motivated to do well by many factors, including praise, certificates, rewards and House points. We recognise children's individual successes by the aforementioned and by awarding individual House points. Every member of staff is able to award a House Point and it is made explicit by the adult how the award has been earned.

It is recognised that a 'success' for one child may not be for another and that success is dependent on an individual's next steps, abilities, attainment and progress.

## **Group and Whole Class Rewards**

Group rewards are primarily the decision of the class teacher.

## **Sanctions**

Despite positive responses as a means of encouraging good behaviour in Chappel Primary School, we employ a stepped approach to enforce the Code of Conduct and ensure a safe and positive learning environment.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

When dealing with all forms of inappropriate behaviour adults follow these principles:

**Be calm-** children should be dealt with calmly, firmly, with compassion and understanding, referring to what the action is and why the action is being taken.

**Logical consequences-** a logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour and the second step is to provide an action that recalls children to the Code of Conduct, reinstates the limits and teaches alternative behaviours.

**Fresh Start-** although we record persistent and serious misbehaviours, every child must feel that every day is a fresh start and where possible that every session is a fresh start.

## **School Code of Conduct** (see Appendix A).

If a child is not following the agreed Code of Conduct:

- They will be given 2 warnings if they aren't following the Code of Conduct
- They will be asked to move to another table in the classroom, by themselves for reflection
- They will be given a chance to fix things, to apologise. Put something right
- Miss some time out of break or lunchtime- to think about what went wrong and what they would do differently next time, especially if the learning of others has been disrupted.
- Speak to Mrs Griffiths if the above isn't followed
- Talk to parents at the end of the day

Each incident will be treated individually, and the child will return to their learning when they have agreed with the adult they are ready

## **Personalised stress/distress management plan**

If a child's unacceptable behaviour is persistent over time, then a personalised stress/distress management plan will be developed to change and monitor behaviour. The plan will be developed for the individual child by the class teacher, parents and the child themselves with support from the SENCO. Plans often take the form of a chart that is designed to reinforce positive behaviours, raise self-esteem, communicate a shared understanding, ensure consistency and monitor progress. They provide a clear understanding of sanctions or consequences.

A Personalised stress/distress management plan will:

- Involve parents at an early stage
- Look at the stressors/triggers for the child
- Create strategies to deal with stressors/triggers
- Set SMART targets (Specific, Measurable, Attainable, Realistic and Time Bound)
- Provide rewards linked to targets

- Are subject to regular review by original parties
- May involve support from outside agencies

### **Zero Tolerance**

At Chappel Primary School, we do recognise that some more serious behaviour requires more immediate and effective action. These behaviours are listed below and result in immediate removal from the location to see the Headteacher. In situations where the child cannot be removed then the class will vacate the area and the Headteacher will be notified.

Zero tolerance behaviour will result in parents being informed and the incident recorded on CPOMs (where applicable). Depending on the severity of the incident, the minimum consequence will be an internal exclusion for the remainder of that session (if the incident occurs towards the end of a session, then the internal exclusion will be for the following session) or with more persistent or extreme behaviour the child will be internally excluded for the remainder of the school day. The consequence will be specific to the behaviour and circumstances and is down to the Headteacher's discretion.

Zero tolerance behaviours include:

- Causing deliberate physical harm
- Use of abusive or threatening language to another adult or child
- Racist, sexist, homophobic, prejudiced or discriminatory behavior
- Wilful destruction or damage to school or personal property (Vandalism)
- Theft

## **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **Confiscation and searches**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **Confiscation**

Any prohibited items (listed in prohibited items) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. They will either be safely disposed of, returned to parents/carers or given to the Police, if appropriate.

We will also confiscate any item that could pose a harmful or detrimental risk to any individual, the school and its community. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

## **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or another member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher (or Assistant Headteacher in the absence of the Headteacher) to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in the policy

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Trays
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the Designated Safeguarding Lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system – CPOMs

### **Informing parents**

Parents will always be informed of any search for a prohibited item A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Pupils are taught appropriate ways to conduct themselves online to keep themselves and others safe through our PSHE and E-safety curriculum (see our PSHE and E-safety policy for more information). In addition, parents and staff are asked to comply with the school Social Media Policy, which is published on our school website.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher (or Assistant Headteacher in the absence of the Headteacher) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection/safeguarding policy and our child-on-child harmful sexual behaviour policy for more information.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection/safeguarding policy and dealing with allegations against adults policy for more information on responding to allegations of abuse against staff or other pupils.

## **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. The following will only apply if a child is removed for one or more sessions of the school day.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff and will be removed for a maximum of 2 sessions.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Use of learning support assistants
- Short term behaviour report cards

- Personalised stress/distress management plan

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMs.

### **Responding to misbehaviour from pupils with SEND**

#### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

#### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?

- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Pupils with an Education, Health and Care Plan (EHCP)**

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

### **Exclusion**

If the measures designed to modify pupil behaviour fail, and/or the severity of the behaviour is such that the safety and welfare of pupils and staff is compromised, then exclusion, either fixed term, temporary or permanent will occur. Although the school's ethos is one of inclusion, if circumstances demand it then the school will not hesitate in using exclusion to protect the welfare of the school community.

From September 1998 Headteachers are able to exclude a pupil for up to 45 days in a school year. Whenever a pupil is excluded, the parents must be informed without delay, ordinarily on the day of exclusion: in person, by telephone, email or a hand delivered message. If the initial notification is by telephone or in person, then written confirmation should be sent within forty-eight hours

Please refer to our exclusions and suspensions policy for further information.

## **Pupil transition**

### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

## **Monitoring**

This policy is to be reviewed and ratified on a bi-annual basis. In order to inform this process and ensure that it helps to achieve whole school improvement it is important that this policy is rigorously monitored.

The Headteacher will be responsible for monitoring the impact on pupil behaviour. Reference will be made to measurable criteria such as the number of pupil referrals to the Headteacher, or behavioural consultations with parents/carers, the number of children with social and emotional My Plans, Consistent Management Plans or the number of exclusions. Comments from visitors, the general appearance of the school environment and levels of attendance at consultation evenings and social events are also indicative of pupil behaviour and support for the school.

## **Links with other policies**

This behaviour policy is linked to the following policies

- Exclusions and Suspensions Policy
- Written Statement of Behaviour Principles
- Anti-bullying Policy

- Child Protection/Safeguarding Policy
- Child on Child Harmful Sexual Behaviour Policy
- Dealing with Allegations Against Adults Policy
- E-safety Policy

## **Code of Conduct**

To be respectful – this includes to each other, adults, equipment and school building

To be kind

To be tolerant of others – understanding that other people may have different views and opinions.

To be compassionate and to think how others might feel